



As a church school, our vision is for each child to love learning and to have hope, confidence, wisdom and respect for all.

***'Life in all its fullness'*** (John 10:10)

**Kindness**

**Inclusivity**

**Community**

## **PSHE and RSE Intent**

We recognise and value the importance of PSHE and RSE in helping our children manage risks, keeping themselves both online and offline and have healthy relationships— preparing them as citizens of the future, equipped to deal with the ever-changing wider world whilst maintaining positive emotional health. As part of their Personal, Social and Health Education our pupils are prepared for the next stage in their journey and for adult life. Through our whole school approach to PSHE we ensure that the subject is given the importance it deserves and that it is valued by all pupils and staff.

Through PSHE, but not exclusively, we consider our pupil's cultural capital needs and explore and exploit these where appropriate. There is a high importance placed on mental wellbeing and emotional health and this underpins all of the work we do at

### **Intent**

- To learn about managing risk and keeping themselves both on and offline.
- To be confident and resilient.
- To learn about rights and responsibilities and 'protected characteristics', appreciating what it means to be part of a diverse society.
- To have healthy relationships.
- To be able to make links to our local community and that of the wider world and know what role they play within these.
- To develop knowledge of social, emotional, moral and cultural issues where they live and in the wider world.

### **Implementation**

## **Core implementation**

Our PSHE curriculum is delivered through a programme called Jigsaw every week from Reception to Year 6. In our mixed age classes, each year group is taught the learning objective for their year group. We are mindful that our younger pupils in classes and ensure specific year group content may sometimes need to be delivered away separately.

Our children in Preschool use the whole school themes in provision and through adult led interaction.

Jigsaw is a whole-school approach with many layers above and beyond the lesson plans themselves. The aim is to support children to feel a strong sense of belonging and community by taking part in whole-school assemblies, end of Puzzle outcomes, displays etc and to bring the learning alive through Weekly Celebrations to make it lived across the school community and in children's lives outside of school.

Jigsaw is also a carefully thought-through progressive programme with a full set of attainment descriptors and an assessment process embedded throughout.

Our aims for our weekly PSHE and RSE lessons is to:

- improve social skills to better enable collaborative learning (Connect us)
- relax their bodies and calm their minds to prepare them for learning (Calm me)
- help their brain to focus on specific learning intentions (Open my mind)
- initiate new learning (Tell me or show me)
- facilitate learning activities to reinforce the new learning (Let me learn)
- reflect on their learning and personal development (Help me reflect)

## **No Outsiders.**

An important aspect of our PSHE work and wider school life, is our subscription to the 'No Outsiders' scheme. This scheme uses pictures, news articles and picture books to open our pupil's eyes into diverse cultures, relationships, people and aspects of life in Modern Britain. 'No Outsiders' lessons are taught half termly and followed up with weekly Key Stage assemblies which are stimulated by 'No Outsiders' resources. Further details of key 'No Outsiders' texts can be found below.

## **British Values and Protected Characteristics**

Our British Values and the 'Protected Characteristics' are integrated throughout our PSHE curriculum and are embedded into the ethos of our school. We cover our British Values through weekly worships, weekly news assemblies, stories and during PSHE lessons.

### Mental health and Wellbeing is taught through:

- Emotional check ins (Colour Monster story) in each classroom monitored by teachers and staff
- Wellbeing lunchtime club
- Senior Mental Health Lead (Sarah Anderson)
- Mental health awareness days/weeks in the school year
- Yoga and mindfulness sessions in the curriculum/clubs
- Sport and being active and healthy promotes positive mental health

### Relationships and Sex Education is taught through:

- Growing up/puberty taught through PSHE sessions
- Sex Education taught in Science (see separate Science plan)

### Long term plan

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

## Additional learning opportunities

We enhance the PSHE and RSE curriculum with extra learning opportunities such as:

- Picture News assemblies (every week)
- Forest Schools (half term block for each class)
- School visitors (throughout the year across all subjects)
- KS1 and KS2 PANTs resource (every year)
- Speak out, stay safe NSPCC workshops (every 2 years)
- North Yorkshire Crucial Crew workshop for Year 5/6 (every year)
- Residential for Year 5/6
- Proud to be St Peter's Pledge!

## Impact of PSHE curriculum:

- Pupils experience a wide, rich set of experiences
- Pupils are confident, independent and resilient in all aspects of school life
- Pupils express their concerns to trusted adults and know these are taken seriously – receiving feedback
- Pupils recognise, can name and regulate their emotions in different situations
- Pupils demonstrate British Values of democracy, rule of law, tolerance of different cultures and religions, mutual respect and individual liberty
- Pupils from each class are active members of our pupil leader groups e.g. playtime leaders, digital leaders, eco leaders and collective worship leaders
- Pupils make positive choices in their conduct and learning behaviours
- Pupils are aware of how to stay safe in reality and online